

2008 ADE/CEF Promising Practices Awards

Part I: Cover Sheet

Practice Name Character Goes Round and Round

Name of Principal Dir. of Student Services - Carter Davidson

Official School Name Alhambra Elem. School District

School Mailing Address 4510 N. 37th Ave. Tel. () 602-336-2945 ext.

School Website (www.alhambra.k12.az.us)

Phoenix 85019 Email Address cdavidson@alhambra.k12.az.us
City Zip

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate. If my program is recognized as a Promising Practice the contents of this application may be made available to the public.

(Principal's signature) Date _____

Name of Superintendent Dr. James W. Rice

District Name Alhambra Elem. School District Tel. (602) 336-2920

District Mailing 4510 N. 37th Ave.

Phoenix 85019 Email Address jrice@alhambra.k12.az.us
City Zip

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

James W. Rice Date December 13, 2007
(Superintendent's signature)

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Part II: Background Information

1. Category that best describes the area where the school is located:

- ☒ Urban or large central city ☐ Suburban
☐ Suburban school with characteristics typical of an urban area
☐ Small city or town in a rural area ☐ Rural

2. N/A Number of years the principal has been in her/his position at this school.

 If less than three years, how long was the previous principal at this school?

3. Number of students enrolled at each grade level or its equivalent in applying school building:

| | | |
|------------------|-----------------------|------------------------|
| Pre-K <u>727</u> | 5th <u>1659</u> | 10th <u> </u> |
| 1st <u>1815</u> | 6th <u>1522</u> | 11th <u> </u> |
| 2nd <u>1776</u> | 7th <u>1497</u> | 12th <u> </u> |
| 3rd <u>1729</u> | 8th <u>1465</u> | |
| 4th <u>1634</u> | 9th <u> </u> | |
| | | TOTAL: <u>14886</u> |

4. Limited English proficient students in the school: 41.64 % 6463 Total Number

Number of languages represented: 37 Specify languages: see attached

5. Students who participate in free/reduced-priced meals: 88.20 % 13,100 Total Number

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

There are 37 languages including English

Albanian
Amharic
Apache
Arabic
Bengali
Burmese
Cambodian
Cantonese
Chemehuevi
Dinka
English
Farsi
French
Hopi
Kirundi
Korean
Lingala
Mandarin
Mandingo
Navajo
Other Indian
Other Non-Indian
Pashto
Persian
Pima
Polish
Portuguese
Romanian
Russian
Serbo-Croatian
Somali
Spanish
Swahili
Tagalog
Tewa
Thai
Vietnamese

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Part III: Narrative Responses

1. What is the practice and how have you implemented it in your school district?

The Alhambra Elementary School District has been involved in providing quality efforts of character education to students for many years, and has been specific to the six pillars of character (Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship) for the past eight years. Keeping in mind that all stakeholders benefit from having an understanding and working knowledge of the six pillars, we began training our District's bus drivers and assistants in what the pillars look like and how the pillars can be a part of daily practice in their workplace. Over the past two years, the trainings and conversations have been more consistent and strategic (offered in the Fall and in the Spring).

2. How does the specific practice contribute to character development?

Our bus drivers and assistants are the first representatives of our school district that our students and community members interact with. Their behaviors and positive interactions with students help the children enter our many campuses with attitudes that have prepared them for a day of learning. Bus drivers and assistants are in many cases, the last representatives of our district that our students have interaction. If they can help students finish their school days under the umbrella of the six pillars, the students will have better evenings and come prepared for learning, the following morning. Basically, we know that the members of our transportation department play an important role with our students and by way of communication and action, serve as models of character for our children. The training and their knowledge base of the six pillars of character allows them to coach and guide students in making wise choices about school, their friends, and families.

3. What impact is the practice having on students in your school or district?

The impact of the mentioned practice has had significant impact on our bus drivers and assistants. The statement is reinforced through qualitative and quantitative data sets.

According to Jan Hilburn, Training Specialist, the drivers are reinforcing positive student behavior and when having to address negative behavior, use the language of the six pillars. She also has stated that as the drivers begin to ask the students what traits they are or are not exhibiting, the children are less defiant, able to calm down and talk directly to the driver or assistant. Jan also takes advantage of situations to continue to embed the professional development of the six pillars with her staff. She explains that during the times drivers are expressing concerns with situations and the many variables, she often leads the conversation to having the drivers reflect on their own behavior and how they need to continue to serve as models of good character. She also reminds her staff to communicate the need for the six pillars of character with the students. Jan also stated that she perceives the number of "general education" bus referrals for the 2007-08 school year to be less than the amount from the 2006-07 school year.